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ABSTRACT

Summarized in this document are the investigative findings and recommendations of the Illinois Advisory Council regarding the status of vocational and technical education in the State. Programmatic concerns assessed were: (1) budgeting and fundings, (2) secondary area vocational centers, especially those in the Chicago area, (3) the State's evaluation system, (4) programs in occupational and career education and programs for the handicapped, (5) research and curriculum development efforts, (6) minority staffing, (7) private vocational schools, (8) professional development and certification, (9) the status of women within the state. Data were obtained from observations and discussions with lay people and educational personnel, previous studies by the Council, and feedback from federal, state, and local vocational education agencies. Findings revealed that: (1) Over 650 independent local school districts operate programs by their own guidelines, (2) A lack of accountability in fund appropriations exist, (3) Career Education in the elementary schools continues to be very strong, (4) Most vocational programs are not well equipped to service the handicapped, (5) The degree of certification among vocational teachers tends to be questionable, and (6) There exist inequities in minority staffing and female enrollment in vocational programs. (SN)

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ANNUAL EVALUATION REPORT FY 1972

STATE OF ILLINOIS

ADVISORY COUNCIL ON VOCATIONAL EDUCATION

LINCOLN TOWER PLAZA - SUITE 575
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SPRINGFIELD, ILLINOIS

VT020 776

DECEMBER 1972

STATE OF ILLINOIS
ADVISORY COUNCIL ON VOCATIONAL EDUCATION

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November 27, 1972

Mr. James W. Cook
Chairman
State Board of Vocational Education
and Rehabilitation
160 North LaSalle
Room 2000
Chicago, Illinois 60601

Dear Mr. Cook:

Transmitted by this letter to comply with Section 104 (b)(1)(D) of PL 90-576, the Vocational Education Amendments of 1968, the State of Illinois Advisory Council on Vocational Education presents to the State Board of Vocational Education and Rehabilitation for consideration, the Council's FY-1972 Annual Evaluation Report.

The Council respectfully directs the State Board's attention to the statutory requirement that this report be transmitted to the Commissioner of Education, U. S. Office of Education, and the National Advisory Council on Vocational Education, accompanied by such additional comments as the State Board deems appropriate.

This report is concerned with the availability, quality and appropriateness of vocational and technical education programs, services and activities rather than with the evaluation of individual programs in a particular school or school district.

The Council expresses its appreciation to the State Board of Vocational Education and Rehabilitation, the Director of Vocational and Technical Education and his staff, and other State agencies and groups who have contributed to this report.

Sincerely,

Donald E. Truitt

Donald E. Truitt
Chairman

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I N D E X

	Page
Letter of transmittal.	
Council Role and Function.	1
Members of Advisory Council.	2
Foreword.	5
Findings.	7
Conclusions.	13
Recommendations.	15
Appendix:	
A. Answers to Evaluation Questions.	18
B. Research Studies commissioned by the Council.	27
C. Governor's Symposium on Vocational Education.	29
Footnotes.	31

COUNCIL ROLE AND FUNCTION

The State of Illinois Advisory Council on Vocational Education was created by P.L. 90-576, the Vocational Education Amendments of 1968. It is composed of thirty-one persons, each appointed by the Governor, from diverse backgrounds in labor, management, education, business and industry and government.

The Council is charged by law to advise the State Board of Vocational Education and Rehabilitation regarding vocational and technical programs, services, and activities; to make recommendations affecting them; and to report Council findings to the U. S. Commissioner of Education through this State Board and to the National Advisory Council on Vocational Education.

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FOREWORD

The purpose of this report is to describe the annual evaluation of Illinois' vocational and technical education programs, services, and activities as required of the Council by Federal law. It includes findings, conclusions, and recommendations for consideration by the State Board of Vocational Education and Rehabilitation. The report is based on Advisory Council observations and discussions with other lay people and educators; information distributed by the Division of Vocational Education, local educational agencies, the Office of the Superintendent of Public Instruction and other agencies of State government; and studies commissioned by the Advisory Council.

The Advisory Council is concerned that it has not been able to get action and commitment from vital linkages to bring people and education, people and employment, and education and employment together in a real experience.

These couplings usually require additional action apart from acceptable practice, and progress slows or halts. For example:

- *++ Many educational services stop short of placement in employment, or a combination of further education and employment, or the expansion of cooperative programs.*

- *++ Data collection, dissemination, and management activities stop just short of identifying specific persons to be served, by name, by social security number, by level of training, by social characteristics or by economic restriction, thus preventing coordination with information regarding present and projected employment opportunities. This defeats attempts to identify the extent the underemployed, the unemployed, or the indigent can be better served by additional or adjusted programs of education.*

- *++ Agency "coordination and cooperation" stops just short of relinquishing autonomy and jurisdiction, even when it is obvious another agency can complement, supplement, or even replace existing activities more effectively.*

- *++ New programs for persons with special needs such as the handicapped or the disadvantaged are permitted to go [illegible] so far until they tend to "interfere" with [illegible] and ineffective programs.*

More positively, and individually, the Council has been listening for answers to such questions as:

++ *What is so sacred about the "required" subjects and hours necessary for a secondary school diploma? Are the needs the same for all individuals?*

++ *Are specific classes, in fixed places during established hours, days and months serving the needs of the consumer or maintaining the security of the establishment?*

++ *If career education is the number one priority of education, with vocational education on a par with academic education, why are vocational courses not among the required subjects for graduation?*

++ *If schools serve as placement agencies for institutions of higher learning, which they do, why do they not serve as employment agencies as well since the majority of the students will not be placed in higher education?*

++ *Why does not State certification require a background in career education and work experience for all teachers and guidance counselors?*

++ *Is the pocketbook of the taxpayer really being "protected" when we:*

- *Delay his investment in employment training and services and subsidize those we "could not afford" to train during their school years.*
- *Ignore the inevitable necessity of repairing or replacing expensive instructional equipment until it becomes inoperable or obsolete, without planning and providing for this in advance?*
- *Continue an educational program that leads neither to higher education nor to employment, or worse, to jobs that no longer exist?*

++ *How many "professional" functions could be efficiently and effectively carried out by career-oriented secretaries; paraprofessionals and teacher aides?*

++ *Are we realizing an acceptable return on our investment in the administrative decision-making process?*

++ *How can minority students relate well to programs designed, administered, and instructed by persons who are not sensitive in a meaningful way to the minority experience?*

++ *What is the "NOW" purpose of public education?*

FINDINGS

Local & State Planning

Implementation of a visible State Plan and initiation of local one and five year plans by the Division of Vocational and Technical Education has been a major positive step. Continuation of over 650 local plans into the State office does not encourage cooperation among types and levels of local agencies and creates complicated book work at the State level. A move toward fewer plans covering larger geographic areas is encouraged.

A planning cycle - from local plans to State plans - does not exist. Information in local plans should generate data for State planning. Data from local plans appears to be used only for program approval purposes.

Funding

During fiscal year 1972, $17,035,188 (72%) was distributed to secondary vocational programs, $5,378,966 (22%) was distributed to postsecondary vocational education programs and $1,474,511 (6%) was distributed to adult vocational programs.[1] *These monies must be used to supplement rather than supplant existing educational funds for vocational education. It is questionable whether these funds were used to maintain, expand or create new programs beyond the average educational costs in those institutions receiving monies.*

The Division of Vocational and Technical Education funding policy does not encourage, in fact, it discourages getting the most from the least. It tends to do just the opposite by rewarding expensive programs in preference to cheaper programs which promise the same benefits (same manpower demand). The final report of a Council-supported project also points out that the Division's method of applying benefit-cost estimates unfortunately comes close to reversing the usual concepts of efficiency. The logical long-term conclusion is that the Division of Vocational and Technical Education will fund high cost programs to the exclusion of the low cost programs which meet the same need. [2]

The impact of the Division of Vocational and Technical Education's current "relative ability to pay factor" has been minimal. The conclusion is that for vocational education programs the derivation and administration of the relative ability to pay factor promotes disproportionate funding. Few schools are classed as wealthy and

few schools are classified as poor. Additionally, such items as dropout rates, average gross income per student, unemployment rates and ADC recipients are not included. [3]

Secondary Area Vocational Centers

During fiscal 1972, twenty-two secondary area vocational centers received reimbursement as recognized operating area centers. Programs at the area centers follow the rather traditional trend exhibited by normal high school programs over the years, i.e., 55% of the $1.6 million reimbursed to these area centers was for industrial oriented occupations, 13% for health and only 10% for personal and public service. [4] Economic and manpower trends in almost all areas of the State point toward an increased need in the personal, public service, and health occupations.

To date there is no plan for Statewide area center development based on either individual or occupational needs. The first area center was approved in 1965. There seems to be minimal State direction toward development of secondary area centers which best meet the needs of the citizens of Illinois. An overriding detriment to the development of effective and efficient area center programs is an emphasis, at the State level, on construction of a facility rather than implementation of a concept.

Evaluation

The Three Phase Evaluation System of the Division of Vocational and Technical Education has been implemented after pilot testing. The team evaluations compare favorably with similar visitations by the Office of the Superintendent of Public Instruction and the North Central Association.

The system is process oriented rather than product oriented. Preliminary data from a study supported by the Advisory Council points out a lack of accountability by local educational agencies for State and Federal funds, one of the three objectives of the system. While aspects of the team visitations attempt to scrutinize on-going programs, the questions of "should the program be offered in the first place" and "is the product employable and placed" are basically omitted. [5]

Occupational Program Output and Labor Demand

Illinois is transforming itself from a goods-producing to a service-producing economy. Current census data emphasizes the probabilities that employment increases in goods producing industries will be marginal while other sectors of the economy will absorb a larger share of the available and employable labor force.

Although only 14.7% of the FY 1971 public vocational education enrollments could be considered as output - program completers and leavers with marketable skills - this group amounted to a considerable portion of the estimated annual labor market demand. The 75,000 persons in the output category represent 39% of the demand in the occupational areas served by vocational education and, as such, can be considered a significant factor in the Illinois job market.

However, in terms of the labor market objectives of the vocational education system, output varied considerably in relation to the State's need for trained workers. As an example, 62.4% of the vocational education output was in bookkeepers, secretaries, stenos, typists, auto mechanics, body and fender repairmen, metal workers, carpenters, other craftsmen and farm workers. The anticipated labor market demand of this group is only 23.6% of total demand.

In the distribution of funds 82% is reimbursed to Applied Biological, Agriculture; Business, Marketing and Management; and Industrial Oriented occupational clusters. Only 18% is reimbursed to Health, Personal and Public Service occupations. This is in conflict with projected labor demand. [6]

Career Education in Elementary Schools

The implementation of career awareness and understanding in the elementary schools is critical. Through research and curriculum projects, Illinois has led the nation in developmental activities. Initiation of funds for operating elementary career education as early as 1970, has been a very positive aspect of the Division of Vocational and Technical Education.

Responsibilities for administration and leadership at the State level remain unclear. There is continued absence of any meaningful plan to implement the outstanding developmental work that has been completed and tested.

Significant funding for implementation should come from elementary school resources at the local and State levels and not totally from limited State vocational education funds.

Programs for Handicapped

The provision in Public Law 90-576 that 10% of the Part B appropriations be expended for programs for the handicapped is difficult to administer. The Division of Vocational and Technical Education has met that criterion through accounting procedures. It has not provided initiative in serving a substantial number of handicapped students.

A study recently completed for the Advisory Council projects from 2,500 to 7,500 handicapped persons could be wheelchair students in vocational programs in the State. While this is a small portion of the overall handicapped population in the State, only a few wheelchair students actually are in vocational programs. 7/

House Bill 2416 (January 1968) which established standards for removing architectural barriers to the handicapped has had a positive influence on new construction, but the fact remains that almost all old schools and even some new ones are in violation of the law, and vocational programs are inaccessible to persons in wheelchairs.

Research and Curriculum Development

Units within the Division of Vocational and Technical Education have been aggressive in securing additional Federal funds for local and State usage. The Professional and Curriculum Development Unit developed and was funded for one of five national Curriculum Management Laboratories. Other nationally unique curriculum development concepts, such as joint development with private industry, have occurred.

The Research and Development Unit has initiated and supported nationally significant efforts at the elementary school level in career education and computerized vocational guidance for over three years. Efforts by the Division of Vocational and Technical Education to implement and disseminate these and other concepts, as well as cooperating with private publishing firms, has been less than encouraging. Publishing and dissemination within the Division is limited by the absence of policy to charge for materials.

Extreme adherence to strict priorities and to Request For Proposal procedure has a negative effect on the local districts to innovate to meet their own needs.

Professional Development & Certification

The implementation of a liaison structure called the University Occupational Education Coordinators' Committee, consisting of representatives from the State Universities and the higher education agencies of the State, has had a positive influence on communication and coordination between the Division of Vocational and Technical Education and higher education. New concepts and directions for both in-service and pre-service education for occupational administrators and instructors are critically needed. Substantially more emphasis and resources should be committed to this need.

Recent State legislation amending the School Code requiring 30 semester hours of credit this year and 60 semester hours of credit next year in order to qualify for a provisional vocational certificate is not in the best interest of quality vocational programs.

A recently funded study sampling over 300 occupational teachers in high schools, vocational centers and junior colleges shows 11.7% of the teachers and 31.6% of the counselors not meeting the minimum 2,000 hours occupational experience mandated for the Division of Vocational and Technical Education funding. Additionally, an extremely high percentage of occupational experience for those who qualified was of questionable merit.

Data from this sample creates concern that a significant number of teachers and counselors in the State have limited and insignificant occupational experience.[8]

Vocational Education in Chicago Public Schools

The delivery system for secondary vocational education in Chicago includes ten vocational high schools, one area vocational center, two technical high schools and over fifty general high schools. Philosophy, definition, role and function vary among and within these categories.

Currently all ten vocational high schools are under the jurisdiction of a district superintendent for their particular geographic area. The Assistant Superintendent for Vocational Education has a staff, and not a line function. A recent study indicates a need for further consideration of alternatives for administration and operation of vocational education.[9]

The Chicago Public Schools received over $4.7 million in State and Federal funds from the Division of Vocational and Technical Education for fiscal 1972 to supplement, not supplant their local vocational effort.

Minority Staffing

A significant share of the Division of Vocational and Technical Education's funds and programs serve minority populations, yet the Division staff, which consists of nearly 60 professional persons, has only one member of a minority group.

Since August 1969, during a time of substantial staff turnover, only two persons representing minority groups have been hired. They are not presently employed by DVTE.

Vocational Education must improve services and leadership for minority groups, and hiring of staff capable of

relating to such groups is critical. The hiring practices of the Division of Vocational and Technical Education in regard to minorities is among the worst in State government.

Private Proprietary Vocational School Industry

A "state of the art" study of independent private proprietary schools in the State of Illinois is currently being conducted by the Advisory Council on Vocational Education. This will be the first comprehensive study of this sector of the State's educational resources. Primary findings indicate that there are over 665 private schools regulated and licensed by three separate State agencies: Office of the Superintendent of Public Instruction, Department of Registration and Education, and the office of the Secretary of State. A fourth Federal agency, the Department of Transportation (FAA) certifies Pilot Flight and Ground Schools.

There are 174 resident Business, Vocational, and Self-Improvement Schools; 44 Home Study Schools; 150 Cosmetology Schools; 24 Barber Schools; one Mortuary Science School; 5 Truck Driving Schools; 59 Commercial Driver Training Schools; and 86 Pilot Flight and Ground Schools. Some 86 out-of-state Business, Vocational, and Self-Improvement Schools are also licensed in Illinois.

Illinois' private schools service approximately 600,000 students through resident, home study, and extension activity.

Women In The World of Work

Nine out of ten women will work at some time in their lives. Most women work because of economic need. Two-thirds of all women workers are single, divorced, widowed, or separated, or have husbands whose earnings are less than $7,000 a year. About 32 million women are in the labor force; they constitute 38% of all workers. Women compose 3% of the craftsmen, 17% of the managers, 40% of the professional workers, 57% of the service workers, 61% of the retail sales workers, 76% of the clerical workers and 97% of the private household workers.

Women workers are concentrated in low-paying, dead-end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time year-round. The average woman worker is as well educated as the average man worker. Women have completed 12.5 years and men 12.4 years of school. Fully employed women high school graduates have less income on the average than fully employed men with less than 8 years of schooling.

The segregation of women in vocational education programs, whether by administrators, guidance counselors, or teachers, is a critical factor in the discrimination of women in the world of work. [10]

CONCLUSIONS

The movement toward visible State and local planning is commendable. However, there is little evidence to show cooperation and coordination among levels and types of educational institutions, specifically area centers and community colleges, in close geographic proximity.

The continuation of more than 650 independent local one and five year plans tends to promote bureaucratic inefficiency at all levels. Area and other multi-district planning is needed.

A commitment by local educational agencies for accountability that funds received from the Division of Vocational and Technical Education are used to supplement rather than supplant existing resources does not exist.

Funding by formula tends to encourage the status quo. More resources need to be made available by a discretionary grants and contracts policy for support of start-up costs to implement new programs, services and activities.

The funding formula should be altered to promote efficiency in cost-benefit concepts and to improve the proportionate distribution of funds.

Secondary area center development remains almost solely in the hands of local school districts. Long-range State planning and direction are minimal.

Area center vocational programs should meet State and regional projected manpower demands.

The Division of Vocational and Technical Education evaluation system should be product oriented rather than process oriented. Accountability of funds and follow-up data need emphasis.

Vocational education program output and distribution of funds should have a stronger positive correlation with projected manpower demand.

The initiation of career education at the elementary school level in Illinois has been impressive, leading the nation in concept.

Additional emphasis on elementary school career education is needed, including consideration of mandatory legislation.

Accessibility of vocational education programs for handicapped students, particularly persons in wheelchairs, is

extremely difficult. Almost all old schools and some new schools are in violation of the enacted House Bill 2416.

Units within the Division of Vocational and Technical Education have initiated nationally significant programs in research and curriculum development and demonstrated aggressiveness in securing additional Federal funds for local and State usage.

Movement from a strict priority setting and Request For Proposal procedures is needed to promote local initiative.

The liaison structure with the universities, initiated by the Division of Vocational and Technical Education, is commendable and should be continued.

Recent amendments to the School Code concerning provisional vocational certification have a negative impact on quality vocational education programs.

The minimum occupational experience required for vocational instructors and counselors by the Division of Vocational and Technical Education is not being responsibly regulated at the State level.

The delivery system for secondary vocational education in Chicago includes vocational schools, technical schools, general high schools and an area center. Minimal overall planning is being accomplished to meet individual and manpower needs.

The hiring practices of the Division of Vocational and Technical Education as they relate to minority group representation have been diametrically opposed to the outstanding record of State government in general.

The positive aspects of the Independent Private Proprietary School Industry must be considered and utilized in the planning of a statewide vocational and technical education delivery system.

Vocational education programs in the State continue to promote the traditional concept of woman's role in the world of work and, therefore, is a factor in continuing sexual discrimination in the occupations.

RECOMMENDATIONS FOR FISCAL 1973

Recommendations for change are based on Advisory Council members' background and experience and are partially subjective. Where valid data are available through Council studies and other reports, they are used to substantiate recommendations.

This assessment is made to the State Board of Vocational Education and Rehabilitation for consideration and implementation.

Council members view this Annual Evaluation Report responsibility as a cooperative effort to improve vocational and technical education in Illinois.

Recommendations are not in priority rank.

Recommendation No. 1

The Advisory Council recommends an annual joint meeting between the Advisory Council and the State Board of Vocational Education and Rehabilitation be held for planning purposes to advance the commonality of interests for better vocational and technical education programs in Illinois.

Recommendation No. 2

Certification requirements and procedures for occupational teachers -- specifically recent amendments to the School Code pertaining to provisional certification -- should be continually assessed to determine the effect on quality of vocational programs and if indicated, change in legislation.

Recommendation No. 3

Positive action should be taken in FY-1974 to place a significant amount of research, development curriculum and exemplary money in an unsolicited category for the purpose of encouraging innovation and new thinking at the local level. The Advisory Council recommends a continuance of the Request For Proposal procedure for activities the Division feels are of critical need.

Recommendation No. 4

Positive action should be initiated in Fiscal 1973 for long-range planning of a total Statewide system

of Secondary Area Vocational Centers. Emphasis should be on the occupational delivery system concept rather than on facility construction.

Recommendation No. 5

Design and implement in FY-1973 State planning guidelines for career awareness programs at the elementary level. The model programs are virtually complete and have placed Illinois in the forefront of elementary career education research.

Recommendation No. 6

Establish by the end of FY-1974 a Management Information System to determine supply and demand needs of occupational programs, services and activities.

Recommendation No. 7

Initiate efforts to combine local educational agency vocational plans, by area center district or community college district, for effective utilization of those plans at the State level and for coordination of local educational agencies by types and levels.

Recommendation No. 8

Design a visible system to insure accountability of local educational agencies that Federal and State funds received from the Division of Vocational and Technical Education supplement rather than supplant other funds.

Recommendation No. 9

Initiate efforts to encourage and assist the Chicago Public Schools in long-range planning for vocational education, emphasizing responsibilities of existing types of schools and consideration of additional urban Area Vocational Centers.

Recommendation No. 10

Establish during FY-1973, a task force to develop new occupational programs or upgrade existing programs for women at the skill, technical, and semi-professional level to encourage greater numbers of women to become involved in vocational and technical education. Provide planning grants during FY-1974 to local school systems to pilot the occupational programs developed by the FY-1973 task force.

Recommendation No. 11

Develop in FY-1973 an affirmative action program for including significant racial minorities staffing patterns within the Division of Vocational and Technical Education, including mechanisms used to translate the minority life experiences into the design of programs in which numbers of minority students are or will be enrolled.

APPENDIX A.

GOAL I.
Evaluation should focus on the State's goals and priorities as set forth in the State Plan.

1. How valid and appropriate were the State's goals and priorities?

In the FY-1972 State Plan the vocational education objectives are quantified into tables. (These projections are based principally upon previous years' trends which are in keeping with the U. S. Office of Education guidelines.) Comparison of similar tables for FY-1972 and FY-1971 show an inconsistency in format and in the data presented (pp 72-86). However, many of the projections made in FY-1971 were accomplished in FY-1972.[11]

Priority needs are spelled out for research, exemplary programs, target populations (disadvantaged and handicapped) and target areas (depressed and high youth unemployment). But, none are delineated in terms of goals, objectives to achieve these goals, outcomes expected, activities to achieve these outcomes, the necessary budget to accomplish, nor the benefits derived from such activity.

Changes have been made in the FY-1973 State Plan correcting many of the deficiencies noted. The State Board and the Division staff are to be complimented on making the change and for their cooperation with the U. S. Regional Office effort. The Advisory Council had considerable input into the changed format for State Plans as developed by the U. S. Office of Education.

a. Were they valid in terms of student needs and employment opportunities?

The State's goals and priorities are valid in terms of student needs and employment opportunities.

The State Plan projected a 24% increase in employment opportunities over the next five years. This demand requirement is balanced by a 23% increase in the projected labor supply by vocational education.[12]

Present information is inadequate for realistic planning and management. FY-1972 data for comparison with FY-1972 projections are not available as of November 1, 1972. This critical need has been spoken to in both the FY-1970 and FY-1971 Evaluation Reports of the Council.

The Research and Development Unit of the Division has a Request For Proposal out now for, "A Study to Develop and Test a Systematic Approach for Implementation of a Statewide, Student-Based Management Information System in Illinois."

It will be several months before the model is completed. Several more months will elapse before the model will be implemented.

b. Were they sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, returning veterans, adults, post-secondary, etc.?

Worthwhile programs are being designed and implemented by the State Board, in some instances in cooperation with other agencies, to meet the needs of the disadvantaged, handicapped, adults, and other population groups. However, as detailed in the Ehrenberg study, "A Special Analysis of Vocational Education in the City of Chicago" [13] there are many serious problems in the training of the disadvantaged that vocational and technical education are not meeting adequately. These problems of racism, changing youth attitudes, union attitude, business thinking, unemployment, and underemployment, especially in ghetto areas, create problems which affect the relationships between State planning, local schools, business and manufacturing, unions, government (community and State) and the local community. These same problems can be extrapolated to other areas such as East St. Louis or Peoria.

The State Board has met the criterion of 10% funding for handicapped programs. In a recent study, "A Report of a Study to Determine the Degree to Which Physical Facilities Currently Being Used to House Approved Vocational-Technical Education Programs in Illinois Are Adequate to Meet the Needs of Handicapped Students Who Wish to Enroll," [14] it is estimated that between 2,500 - 7,500 persons who are wheelchair students could be enrolled in vocational and technical education programs. Wheelchair students actually enrolled in vocational and technical programs number less than 750 for the entire State which indicates the extent of the concern. Unquestionably much of the problem is due to inadequate facilities. Illinois has an outstanding legislative act, House Bill 2416, effective July 1, 1968, the intent of which has never been fulfilled.

All units of the Division of Vocational and Technical Education have been encouraged to work closely with referral agencies, the Illinois Veterans' Commission, the State Employment Agency, the Veterans' Administration, and other State institutions to provide services to place veterans in the economy and society.

Postsecondary institutions, where much of the impact relating to veteran education is felt, have provided special services to veterans. The Advisory Council developed a film, "The Veteran and Vocational Education in Illinois" for public service television and radio to assist in alerting the veteran to the educational benefits available to him.

Adult enrollments have been dropping but this is thought to be part of a transition problem of transferring programs from secondary administration to the postsecondary level. The enrollments of adults in postsecondary programs are undoubtedly mixed in with the total postsecondary enrollments and are not distinguishable per se, to the extent formerly possible. If adult enrollments are in fact declining, reimbursement and administrative structures need to be reviewed.

There has been a steady growth in program offerings and comprehensiveness at the postsecondary level. There is a commitment on the part of administrators in postsecondary institutions to meet the critical occupational needs of youths and adults.

c. Were they related appropriately to other manpower development in the State, (e.g. private schools, industry, CAMPS, etc.) ?

There is little planning and use made of private proprietary schools in the formulation of State goals and objectives for vocational and technical education. A study, "Private Proprietary Vocational and Technical School Involvement in Vocational Education in Illinois"[15] commissioned by the Advisory Council is to be completed December 15, 1972.

During the past year CAMPS was reorganized and the secretariat was moved to the Governor's Office of Manpower.

The Governor established a Manpower Policy Board in the Executive Branch. This Policy Board was supplemented by a Manpower Planning Board and staffed from the Governor's Office of Manpower. Interested agencies and groups are invited to make presentations. A realistic prospect exists for the development of a meaningful manpower policy.

2. Were procedures set forth in the State Plan to accomplish each stated goal and/or objective or priority?

Part I of the State Plan sets forth the procedures for accomplishing each goal, objective or priority outlined in Parts II and III. As pointed out in I.1. and in other sections of

this report, the Advisory Council believes that more definitive goals and objectives could be established and that the development of such goals and objectives should receive extensive input in the planning process and utilize local planning data for the State Plan.

3. To what extent were the State's goals met during the year under review and to what extent and in what ways does this represent an improvement over last year?

The extent to which goals were met cannot be evaluated at this time (November 1) because even preliminary data are not yet available to compare with FY-1972 projections.

Some preliminary data is available at the postsecondary level. It is expected that enrollment (headcount - not full time equivalent) will be over 200,000 -- an increase from 187,000 in FY-1971. [16] Approximately 60% of all junior college students are enrolled on a part-time basis. Total evening enrollment accounts for approximately 30% of all credit and non-credit hours generated.

GOAL II.
Evaluation should focus upon the effectiveness with which people and their needs are served.

1. Are valid data available for planning purposes (i.e., manpower needs, job opportunities, and employer needs)?

The Advisory Council believes that this need is one of the most critical deficiencies in the State that stands in the way of efficient planning and management of the education resource.

Attention has already been called to this problem in I.1.a. Additionally, this problem is being attacked by the Office of Planning and Analysis in the Governor's Office trying to design a system for management information.

Progress has been made but we are not there yet. The Council is encouraged by the keen awareness of this need by the many agencies and groups from the local community through State government.

2. To what extent is there coordination of training opportunities among agencies?

Cooperation of training opportunities among agencies is substantial, and several mechanisms attest to this coordination. There is more response to the concept of focusing upon the needs of the individual.

A plan, backed by a contract, assures training opportunities among such agencies as Vocational Rehabilitation, Children and Family Services, and Corrections. The Advisory Council

still believes that there are too many Federal and State agencies having a role in the administration of occupational education in Illinois. This creates separate (yet similar) costly and isolated programs in human resources development.

3. To what extent is there coordination and articulation among secondary, postsecondary and adult agencies?

At the State level, the administrative responsibilities for secondary and postsecondary occupational education rests within the Division of Vocational and Technical Education, which assures a level of coordination and articulation. There is also close association between this Division and the staff of the Junior College Board. Many of the adult programs originate in the Office of the Superintendent of Public Instruction. The Division also works closely with this agency.

At the local level, a variety of arrangements exist and coordination is dependent upon the initiative of the parties involved.

Programs at the secondary and postsecondary level should be complementary with a planned transition from high school occupational training programs to postsecondary occupational programs. The postsecondary occupational programs should also be flexible to accommodate students with no vocational background, students with vocational knowledge or skills from a related source, or those with job experience.

4. To what extent do educational agencies assure job placement of graduates?

In Illinois several postsecondary schools are doing a good job but others are less effective. The turndown in the economy has prompted many schools to increased activity in this area.

At the secondary level this activity has been done mainly by vocational teachers, and cooperative work coordinators almost on an individual basis. A Council recommendation in FY-1970 spoke strongly for placement assistance at the secondary level. [17] Area Center Directors report that placement is not difficult. Well-trained and properly motivated people are in demand.

5. To what extent is vocational education involved in the total manpower development programs of the State?

There are both positive and negative aspects to this position. Vocational education is very much involved in programs through the Manpower Development and Training Act. Illinois has one of the largest programs for both institutional trainees and individual referrals in the country.

Several local schools and postsecondary institutions are involved in these programs. Illinois has three established Skill Centers operated by public school institutions. Illinois appears to have the nation's highest rate of training in private proprietary schools.

However, there is little coordination between the Division of Vocational and Technical Education and the Office of Manpower, in the Executive Branch, and the interaction with the CAMPS group is minimal as related to overall Statewide planning.

6. *To what extent are vocational education opportunities available to all people at the elementary, secondary, postsecondary and adult levels?*

Illinois has the highest enrollment in the nation at the elementary level for career awareness programs.

Current figures are not available for vocational education enrollments by program area at the secondary level. A follow-up needs to be made of the study by Terry and Evans, "An Analysis of National Vocational Education Data for 1969-70 With a Special Focus on Illinois." [18]

A review of the Ehrenberg study, the Advisory Council's study on the Handicapped, and the Terry and Evans study indicates serious gaps in the delivery system.

7. *What indications are there that students feel that vocational programs adequately meet their needs?*

During public meetings the Advisory Council has had exposure to students and many have been complimentary of their educational experience in vocational programs.

Students attending postsecondary vocational schools feel that most programs are meeting their needs. The secondary students in some areas feel that programs are meeting their needs. But others feel that a quick expansion of secondary programs is a must. These young people feel frustrated because the requirements of the present curriculum are not meeting their needs. Many times parental and academic pressures push them into courses they do not consider relevant to their needs.

The present education program of a large number of secondary schools in Illinois does not provide for those students who are potential dropouts nor for those students who will not or cannot enroll in training courses beyond their graduation from high school. In many secondary schools this is no longer an either/or decision for the student.

The level of education, regardless of kind, is as directly related to the good job with high pay as it was before the economic downturn. This downturn caused many to have second thoughts, and at least acquire a marketable skill, along with further education.

GOAL III.
Evaluation should focus on the extent to which Council recommendations have received due consideration.

1. *What action has resulted from each recommendation?*

2. *What factors influenced the success or failure of implication of the recommendations?*

3. *What follow-through is being maintained by the Council (e.g. re-editing, resubmission, new areas, etc.)?*

Recommendation No. 1

> *The State Plan for FY-1973 should be written as a viable planning document with objectives, goals, and priorities clearly stated, in rank order, and with procedures for implementing the plan. Objectives should be stated in measurable terms for each occupational area by program level, by target group, and be made available to local educational agencies for on-time local level planning. A systematic method (format) should be designed for reporting program information in Part III so that information will be comparable from year to year.*

Action taken: Strong corrective effort was made.

Analysis of action:

> As the result of a change in the Federal Guidelines from the U. S. Office of Education, the State Plan format has been largely rewritten into a more viable planning document. The Division staff had considerable input at the Regional level (Federal) for this change. The Advisory Council also had considerable input at both the Federal Regional level and at the national level promoting and developing this change. The combining of what formerly were Parts II and III into a single effort was a major breakthrough. The format devised by the writing team of the Division was well constructed and unique.
>
> The old problem of the availability of the State Plan to local level planning groups has not yet been solved. But strong efforts are being made to get this to the local schools for on-time planning. Efforts must be increased until on-time delivery is a fact.

Recommendation No. 2

During FY-1972, plan and implement a program to assist the local educational agencies in removing obsolete equipment and replacing it with modern industrial or business-type equipment, in programs of vocational and technical education funded with State or Federal monies.

Action taken: None.

Analysis of action:

The Council believes that much obsolete equipment exists in funded occupational programs. Data as to a detailed list of such equipment and where it is located would seem to be the responsibility of the State administrative agency if it was concerned about local program quality.

Recommendation No. 3

Take positive action in FY-1972, by State Plan goals, priorities, or guidelines for funding, to increase the utilization of physical plant facilities and the instructional staff in secondary, postsecondary, area centers, or adult centers for program improvement in comprehensiveness, accessibility, and quality between campuses within school districts and between neighboring school districts.

Action taken: Little response.

Analysis of action:

During FY-1972 approximately 650 local plans (both long-range and annual) were approved by the Division. Less than five plans were not approved and less than twenty were approved conditionally. From these figures it would seem fair to assume that these plans did outline full utilization of facilities and staff for program improvement at all levels for cooperation and coordination between campuses within school districts and between neighboring school districts.

The Council asks: (1) How many obsolete programs were dropped or reimbursement funding withheld? (2) How many inter-school agreements were formalized? (3) What accountability of FY-1972 funds was made before approval of the FY-1973 local plan? (4) What was the average student-counselor ratio? (5) What percentage of classes met outside the 9 AM - 3 PM routine?

Recommendation No. 4

The Council recognizes that there is no substitute for getting people at the local level involved as individuals in vocational and technical education. Nevertheless, the Council recommends the immediate initiation of a Public Information Project using the mass media as a vehicle for improving the image of vocational and technical education. It is suggested that radio and television programs be developed and new and improved informational pamphlets and bulletins be used.

Action taken: Some effort.

Analysis of action:

The Division implemented a program of updating and developing new and improved pamphlets and bulletins. The art work and layout are well done and attractive.

The State Advisory Council produced a film for public service television and radio entitled, "The Veteran - and Vocational Education." [19] The Illinois Veterans Commission in coordination with the Council will handle the delivery services.

Recommendation No. 5

Establish during FY-1972 a task force to develop new occupational programs, or upgrade existing programs for women at the skill, technical and semi-professional level to encourage greater numbers of women to become involved in vocational and technical education. Provide planning grants during FY-1973 to local school systems to pilot the occupational programs developed by the FY-1972 task force.

Action taken: No positive action.

Analysis of action:

No positive action resulted from this recommendation. The suggestion was one of priority with the Research and Development Unit of the Division and resulted in a Request For Proposal.

The State Board, at the May 1972 meeting, did not accept this priority. It was deleted from FY-1973 funding. It is true that better than 50% of the enrollments in occupational education are female, but program offerings open to women are limited with a small range of opportunity.

APPENDIX B.

Advisory Council Research Studies

The following studies have been funded by the State Advisory Council in fulfilling their charge to evaluate vocational and technical education in Illinois.

Some of these reports have had wide distribution and some have not. Copies are available to the public upon request, as long as the supply lasts.

ANNUAL EVALUATION REPORT - DECEMBER 1969 - State Advisory Council on Vocational Education.

ANNUAL EVALUATION REPORT FY-1970 - OCTOBER 1970 - State Advisory Council on Vocational Education.

AN EXPLORATORY ANALYSIS OF DIFFERENTIAL PROGRAM COSTS OF SELECTED OCCUPATIONAL CURRICULA IN SELECTED ILLINOIS HIGH SCHOOLS - Mid State Educational Consultants. March 1971.

SOME SELECTED ECONOMIC BENEFITS AND CHARACTERISTICS OF JUNIOR COLLEGE PROGRAMS - Mid State Educational Consultants. April 1971.

AN EVALUATION OF VOCATIONAL AND TECHNICAL PROGRAM OFFERINGS IN SELECTED COMMUNITY COLLEGES IN ILLINOIS. Technical Education Research Center (TERC). June 1971.

AN ANALYSIS OF THE ORGANIZATION AND STRUCTURE OF POLICY CONTROL OF EDUCATION ON THE STATE LEVEL IN ILLINOIS, INCLUDING VOCATIONAL EVALUATION; AND THE EXAMINATION OF THE IMPLICATIONS OF INSTALLING A STATE SCHOOL BOARD. Mid State Educational Consultants. November 1971.

STATE-LEVEL ORGANIZATIONAL STRUCTURE FOR EDUCATION IN ILLINOIS - Dr. Robert E. Carter. December 1971.

ANNUAL EVALUATION REPORT FY-1971 - JANUARY 1972 - State Advisory Council on Vocational Education.

A BENEFIT-COST ANALYSIS OF THE OCCUPATIONAL-VOCATIONAL TRAINING AT SELECTED ILLINOIS JUNIOR COLLEGES - Mid State Educational Consultants. January 1972.

A SURVEY STUDY OF SELECTED ILLINOIS VOCATIONAL EDUCATIONAL PERSONNEL: QUALIFICATIONS, NEEDS, TRENDS AND IMPLICATIONS - Mid State Educational Consultants. August 1972.

A REPORT OF A STUDY TO DETERMINE THE DEGREE TO WHICH THE PHYSICAL FACILITIES CURRENTLY BEING USED TO HOUSE APPROVED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN ILLINOIS ARE ADEQUATE TO MEET THE NEEDS OF HANDICAPPED STUDENTS WHO WISH TO ENROLL - Mid State Educational Consultants. August 1972.

AN ANALYSIS OF PROCESS, INTENT, DISTRIBUTION AND EFFECTS OF PRIORITY FUNDING FOR VOCATIONAL AND TECHNICAL EDUCATION IN THE STATE OF ILLINOIS - Mid State Educational Consultants. August 1972.

Film - THE VETERAN - AND VOCATIONAL EDUCATION IN ILLINOIS. Adams & Adams. October 1972.

PROCEEDINGS - GOVERNOR'S SYMPOSIUM ON VOCATIONAL EDUCATION, State of Illinois Advisory Council on Vocational Education. November 1972.

EXAMINATION OF PATTERNS OF CAREER TRAINING BY LEVELS FOR PROGRAM AND POPULATION DUPLICATION - Walter M. Arnold Associates, Inc. December 1972.

EFFICIENCY AND EFFICACY OF EVALUATION ACTIVITIES OF THE STATE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION - Educational Testing Service. December 1972.

PRIVATE PROPRIETARY VOCATIONAL AND TECHNICAL SCHOOLS INVOLVEMENT IN VOCATIONAL EDUCATION IN ILLINOIS - State of Illinois Advisory Council on Vocational Education - December 1972.

APPENDIX C.

Governor's Symposium on Vocational Education

"Investing in People" was the theme of a two-day Governor's Symposium on Vocational Education held May 4-5 at the Palmer House in Chicago.

Community leaders, businessmen, educators, government officials and civic representatives from Illinois and surrounding states were invited to the Symposium, sponsored by the State of Illinois Advisory Council on Vocational Education.

The aims of the Symposium were five-fold:

— To make business aware of what education can deliver in vocational education at the elementary, high school, junior college and university level.

— To make education aware of what business needs from vocational education.

— To make politicians aware of what's going on in Illinois vocational education programs.

— To search out ways of changing vocational education programs.

— To attempt changes that may promote favorable legislation toward vocational education.

Governor Richard B. Ogilvie personally invited key individuals from throughout the State to participate in the Symposium. In his remarks he said, "I am vitally concerned that Illinois schools assume a vigorous role in developing and providing new programs of vocational and career education to meet the needs and capabilities of our young people. It is critical that these programs concentrate on the opportunities available in the real world of work."

Dr. David R. Derge, President of Southern Illinois University at Carbondale, was Moderator for the event. Featured speakers were:

Arthur A. Fletcher, former Assistant Secretary of Labor in the U. S. Department of Labor - now Executive Director of the United Negro College Fund, Inc., New York.

John Filiatreau, 22-year-old reporter for the Louisville, Kentucky Courier-Journal.

Dr. John R. Miles, Manager, Education Department, Chamber of Commerce of the United States, Community and Regional Development Group, Washington, D.C.

Marvin J. Feldman, former Special U. S. Deputy Commissioner of Education, now President, Fashion Institute of Technology, New York City.

Dr. Robert Worthington, Associate Commissioner of the Bureau of Adult, Vocational and Technical Education of the U. S. Department of Education, Washington, D.C.

Edward J. Schuett, Senior Director - Administration, Trans World Airlines, Inc., Kansas City, Missouri.

Dr. Martin Hamburger, Professor of Education and Head, Division of Vocational Education and Applied Arts and Sciences, New York University.

A follow-up questionnaire to participants elicited their concerns to this question:

> What changes are needed to improve Career Education programs, services, or activities in Illinois?

Answers in rank order were:

1. Much greater articulation, coordination, and cooperation between high schools, Area Vocational Centers and Community Colleges in respect to programs, equipment, and students.

2. Adequate funding by State and Federal agencies to provide planning and adequate programs.

3. Labor market information.

   (a) Program planning for new areas or deletion of obsolete programs.

   (b) Job placement.

4. Counseling at all levels but must be especially effective at the Junior High level where many vocational choices are made.

FOOTNOTES

1 *FISCAL YEAR 1972 SUMMARY REPORT, to State Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, October 1972.*

2 *AN ANALYSIS OF PROCESS, INTENT, DISTRIBUTION AND EFFECTS OF PRIORITY FUNDING FOR VOCATIONAL AND TECHNICAL EDUCATION IN THE STATE OF ILLINOIS. Mid State Educational Consultants, August 1972, p. 62.*

3 *Ibid. p. 34.*

4 *FISCAL YEAR 1972 SUMMARY REPORT, to State Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, October 1972.*

5 *EFFICIENCY AND EFFICACY OF EVALUATION ACTIVITIES OF THE STATE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION. Educational Testing Service. Progress report, August 1972.*

6 *EXAMINATION OF PATTERNS OF CAREER TRAINING BY LEVELS FOR PROGRAM AND POPULATION DUPLICATION. Walter M. Arnold Associates, Inc. Interim report on occupational forecast, August 1972.*

7 *A REPORT OF A STUDY TO DETERMINE THE DEGREE TO WHICH THE PHYSICAL FACILITIES CURRENTLY BEING USED TO HOUSE APPROVED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN ILLINOIS ARE ADEQUATE TO MEET THE NEEDS OF HANDICAPPED STUDENTS WHO WISH TO ENROLL. Mid State Educational Consultants, August 1972, p. 63.*

8 *A SURVEY STUDY OF SELECTED ILLINOIS VOCATIONAL EDUCATIONAL PERSONNEL: QUALIFICATIONS, NEEDS, TRENDS AND IMPLICATIONS. Mid State Educational Consultants. August 1972, pp. 28-29.*

9 *A SPECIAL ANALYSIS OF VOCATIONAL EDUCATION IN THE CITY OF CHICAGO. C. Joseph Ehrenberg, Division of Vocational and Technical Education, July 1971.*

10 *THE COMPOSITION OF THE NATION'S LABOR FORCE, U. S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C. October 1972.*

11 *A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION IN ILLINOIS, FISCAL YEAR 1971-72, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin No. 3-971, Springfield, Illinois, August 1971.*

12 *Ibid. p. 56.*

13 *A SPECIAL ANALYSIS OF VOCATIONAL EDUCATION IN THE CITY OF CHICAGO. C. Joseph Ehrenberg, Division of Vocational and Technical Education, July 1971.*

14 *A REPORT OF A STUDY TO DETERMINE THE DEGREE TO WHICH THE PHYSICAL FACILITIES CURRENTLY BEING USED TO HOUSE APPROVED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN ILLINOIS ARE ADEQUATE TO MEET THE NEEDS OF HANDICAPPED STUDENTS WHO WISH TO ENROLL. Mid State Educational Consultants. August 1972.*

15 *PRIVATE PROPRIETARY VOCATIONAL AND TECHNICAL SCHOOL INVOLVEMENT IN VOCATIONAL EDUCATION IN ILLINOIS, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois. 1972.*

16 *THE NOW COLLEGES IN ILLINOIS, Illinois Junior College Board, Springfield, Illinois. March 1972.*

17 *ANNUAL EVALUATION REPORT, FY-1970. State of Illinois Advisory Council on Vocational Education, Springfield, Illinois. December 1970.*

18 *AN ANALYSIS OF NATIONAL VOCATIONAL EDUCATION DATA FOR 1969-70 WITH A SPECIAL FOCUS ON THE STATE OF ILLINOIS. David R. Terry and Rupert N. Evans, Bureau of Educational Research, University of Illinois, Urbana, Illinois, August 1971.*

19 *Film - THE VETERAN AND VOCATIONAL EDUCATION. State Advisory Council on Vocational Education, Springfield, Illinois. October 1972.*